

Standard 8-1: The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans.

8-1.7 Summarize the military and economic involvement of South Carolina in the French-British colonial rivalry. (H, G, P, E)

Taxonomy Level: B 2 Understanding/ Conceptual Knowledge

Previous/future knowledge:

In the 3rd grade students explained the motives behind the exploration of South Carolina by the English, the Spanish, and the French, including the idea of “for king and country”(3-2.1).

In the 4th grade, students explained the political, economic, and technological factors that led to the exploration of the New World by Spain, Portugal, and England, including the competition between nation-states, the expansion of international trade, and the technological advances in shipbuilding and navigation (4-1.1). Additionally, they summarized the motivation and accomplishments of the Vikings and the Portuguese, Spanish, English, and French explorers, including Leif Eriksson, Christopher Columbus, Hernando de Soto, Ferdinand Magellan, Henry Hudson, John Cabot, and Robert LaSalle (4-1.2). Also, in the fourth grade students used maps to identify the routes of various sea and land expeditions to the New World and to match these to the territories claimed by different nations, including the Spanish dominance in South America and the French, Dutch, and English exploration in North America—and summarize the discoveries associated with these expeditions (4-1.3). Students identified the English, Spanish, and French colonies in North America and summarized the motivations for the settlement of these colonies, including freedom of worship, and economic opportunity (4-2.3). They compared the European settlements in North America in terms of their economic activities, religious emphasis, government, and lifestyles (4-2.4) and explained how conflicts and cooperation among the Native Americans, Europeans, and Africans influenced colonial events including the French and Indian War, slave revolts, Native American wars, and trade (4-2.7).

It is essential for students to know:

South Carolina was involved in the military and economic rivalry between the French and the British. The policy of mercantilism was practiced by both the French and the British in order to prevent colonies from trading with anyone except their mother country. This economic rivalry led to a series of wars in Europe which had counterparts in North America. The French and Indian War, the last in this series of wars, began in the colonies when the French moved into the Ohio River Valley. The war later spread to Europe where it was known as the Seven Years War. The French and Indian War was named because Great Britain was fighting France and France’s Indian allies.

South Carolina had little military involvement in the French and Indian War. Few South Carolina men fought in the war and no battles were fought on South Carolina soil. However South Carolina was impacted by the war. The French and Indian War contributed to the Cherokee War. Although the Cherokee favored the British in the French and Indian War, the British failed to protect the Cherokee when the French and their Indian allies attacked. In addition, Native American land rights were not protected by their treaty with England and the Cherokee believed that the British had violated trade agreements. This resulted in the Cherokee War between the settlers and the Native Americans. The French and Indian War ended with British victory and resulted in Spain losing control of Florida and in the expansion of the indigo trade. Both of these results were good for South Carolina.

It is not essential for students to know:

Students do not need to know specific leaders, the Iroquois League, specific battles or dates.

Assessment guidelines:

Appropriate assessments would require students to **summarize** the military and economic involvement of South Carolina in the French-British colonial rivalry. Assessments may require students to **summarize** the outcome of the French and Indian War and **explain** the impact it had on South Carolina. Assessments may ask students to **explain** how the French and Indian War contributed to the Cherokee War or to **compare** the French and Indian War to the Cherokee War.

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